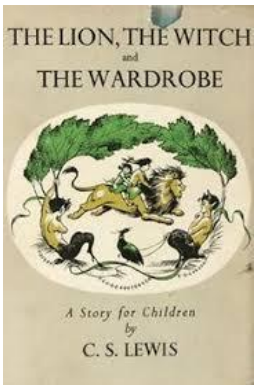
The Lion, The Witch and The Wardrobe



ISBN-10	0-06-440499-0
ISBN-13	978-0-06-440499-0
Author	Lewis, C.S.
Publisher	HarperCollins
Copyright	1950
Lexile	940L
Genre	Fantasy, Children's literature
Synopsis	The adventurous journey of four English children is traced as they discover the magical land of Narnia behind an old wardrobe. They join the good and powerful lion, Aslan, in a battle against the reign of the evil witch and restore peace. The novel is engaging and imaginative. Further adventures in Narnia may be found in the other six books of The Chronicles of Narnia series.
Themes	Courage, Trust, Forgiveness
Protagonist	
Setting	England and Narnia
Note	Over the years, these books have been published in multiple editions. The page numbers in your book may be different than the ones on the lesson plan.
More Information	**www.scu.edu/character**

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Character Based Literacy Program Lesson Plan
The Lion, the Witch, and the Wardrobe, preview

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.
W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources, and interact and collaborate with others, including linking to and citing sources.
W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

On Going Classroom products

Heroic Journey Poster

Make a large version of the Heroic Journey chart and post it in the class.
As Jessie goes through the journey add descriptions as a class.
There is a blank version for students to fill in on their own as they go through the novel.
This unit also lends itself to film comparisons. There is a chart that follows the Heroic Journey for *The Wizard of Oz* and *Star Wars.*

Character Chart:
As you read keep a list of the characters in the novel.
List at least one fact or trait about them as they develop.

Word Wall ideas:
Post words and definitions on:

Light post
A sled,
Wardrobe

Preview:
The front cover of the novel and read the forward. Predict what you think this novel will be about based on the cover.
Read the Forward
Information on C.S. Lewis
https://www.cslewis.com/us/about-cs-lewis

Use this web resource to “Cube” the Author.
Once complete you can write a biographical sketch about the author.
You can create mobiles in your class with your cubes.

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Review the stages of a Heroic Journey using Star Wars and The Wizard of Oz as examples. You will use this information throughout the book to add to a Heroic Journey Bookmark you will make today in step seven. You will also be filling out a Heroic Journey chart as you go through the reading to support the steps. A blank is included

Final Assignment:
For the final writing assignment for this novel you will be writing your own personal Heroic Journey using the steps outlined in the Heroic Journey Chart.

Think of a narrative or story you would like to share with your reader.
Pick one event that is significant to you. The more focused the event the easier the story is to tell.
Examples:

Winning the game with a great play,
The first time you drove a car,
The first time you learned something new,
The first time you road a roller coaster;
The first time you went on an interview or your first day on a job.

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The Heroic Journey—Final Writing Product
My personal HJ
Day one of the Lesson. Chose a significant event to share with your reader.
EVENT_____

Ordinary World Bored and stuck Day 2 of the lesson	Today—write a paragraph about your life in your ordinary world prior to this event happening. Describe in detail what your ordinary world is like. Share about the space, sights, sounds, and the people who you see.
Call to Adventure Plea for Help Day 5 of the lesson	Today write about a time (real or imagined) you received a plea for help. This should be a very specific instance that you can detail in the rest of your narrative. This plea for help can be in the form of a invitation, plea for help, or a disruption.
Reluctant, Refuse the Call Day 5 of the lesson	Share how you enjoyed your ordinary world and you wanted to refuse the call.
Mentor Who helps w/ Experience Day 5 of the lesson	Who are your mentors in this situation? How have they helped you and given your support. List.
Cross the Threshold Begin the Journey Day 6 of the lesson	What happens that you decide you must start on your journey. Share how you begin your journey
Test, Allies, & Enemies Who helps, who is against, what are your challenges. Day 5 and day 7 of the lesson	Detail the tests, allies, and enemies you encountered along the way. Share who your friends are on your journey, give them names and how they have helped you. Who are your enemies? Explain. Who are your allies? What is the difference between your friends and your allies?
Approach the Innermost Cave What is the biggest fear? Day 13 of the lesson	Based on the situation you are sharing write a paragraph about your most innermost cave. List 2-3 things that cause you the most anxiety as it relates to your situation.
Ordeal The horrible mess Day 15 of the lesson	Write a paragraph in which you detail for your reader your Ordeal. What is the most horrible mess you feared? What do you do to get through it? Be specific and detailed. How do your friends help?
Reward You win/Celebrate Day 18 of the lesson	As you conclude your journey you have gone through your ordeal and you have triumphed. What is your reward? Was it internal or external? How do you decide to return to your “normal” place? What changes have occurred in you as a result of this event? What have you learned? Write a paragraph in which you share with the reader what you learned or gained from your experience. Make sure you reflect on your learning and your gains.
The Road Back Stay in the special world or go back Day 18 of the lesson	See above
Transformation What was learned Day 18 of the lesson	See above
Return w/ the Gain of Experience Day 18 of the lesson	See above
Outcome What was learned Day 18 of the lesson	See above

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4c12 Cubing Who, What, When, Where, Why

Name

Who

What

When

Where

Why

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The Heroic Journey Overview

Ordinary World	The journey begins in the Ordinary World where you are board, feeling stuck, finding your life is going nowhere, or at least where you want it to go.
Call to Adventure	But then, unexpectedly, you receive a Call to Adventure. Often from a herald sometimes an invitation, a plea for help usually a disruption.
Reluctant, Refuse the Call	But our hero, bored and stuck is Reluctant to answer this call and even Refuses the Call. It's too different, too many obligations, not now. . .
Mentor	This will change and the call will be answered, training will be required and for this a Mentor will enter to provide the expertise and wisdom with some tool or symbolic object necessary for the journey.
Cross the Threshold	You can't stay in school and enjoy the wisdom of the mentor forever, somewhere the journey must begin and you must enter the special world where this heroic journey will take place, you Cross the Threshold and begin the journey.
Test, Allies, & Enemies	The journey is never alone, you need companions. Now the test comes, you find who will be with you and who will not. Who will be your friend, who will be enemies. This is the time of Test, Allies, &Enemies.
Approach the Innermost Cave	As you set off with companions you now approach your deepest fear, longing, desire and dread. You must Approach the Innermost Cave, get even closer to what causes you the most anxiety & pain.
Ordeal	You find yourself in the horrible mess you feared most. The Ordeal has come and you must summon everything heroic in yourself to get through it. The moment has come. . .
Reward	You have survived and won, you celebrate victory and leave with your Reward which you can celebrate.
The Road Back	The story isn't over yet, you have to either stay in this special world or go return to the ordinary world which hero's always do. The real proving is on The Road Back.
Transformation	What has our hero learned? Has he really changed? In this journey their old self really dies and is reborn as the new hero and this is where we really see it. A real Transformation when everything depends on it.
Return w/ the Gain of Experience	The heroic journey ends with what you learned out of this experience. Did you get the outcome? Return with what you take from the experience.
Outcome	In the simplest terms: What was it that you learned?

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The Heroic Journey—The Lion, The Witch and the Wardrobe

Enlarge this chart and fill in the cells as Lucy and her siblings go through each step of the journey. Students can also keep a copy for themselves.

Ordinary World	
Call to Adventure	
Reluctant, Refuse the Call	
Mentor	
Cross the Threshold	
Test, Allies, & Enemies	
Approach the Innermost Cave	
Ordeal	
Reward	
The Road Back	
Transformation	
Return w/ the Gain of Experience	
Outcome	

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The Heroic Journey
The Wizard of Oz vs. Star Wars

This chart can be used for other films or heroic situations (Social Studies) or use it with other films Shrek, The Sandlot Kids, Raiders of the Lost Ark, or Spider Man or Harry Potter are good examples. A blank Heroic Journey Chart is attached.

The Ordinary World	The Wizard of Oz	Star Wars
Call to Adventure	Dorothy is in Kansas on the farm and Toto is threatened. . .no one will listen	Luke Skywalker is bored on this planetary farm with his aunt and uncle
Call to Adventure	Toto is threatened, Dorothy begins to run, then the TORNADO	R2D2 brings an urgent message from Princess Leia
Reluctant Refuse the Call	Dorothy hides. . .she's not in Kansas anymore	Luke has obligations at home and must stay; this changes when the farm is blown up
Mentor	The Good Witch Glenda encourages Dorothy. . .the ruby slippers	Obi-Wan and the training tools of the Jedi Knight
Cross the Threshold	Dorothy sets out on the Yellow Brick Road	Luke leaves home with his light saber
Test, Allies, Enemies	Dorothy gathers her companions. . .the Scarecrow, the Lion, and the Tin Man	The cantina scene: Luke meets Hans Solo
Approach the Innermost Cave	Dorothy meets and has to approach the Wizard of Oz	The Death Star pulls them in
Ordeal	Approaching and experiencing the Wicked Witches Castle	The trash master scene
Reward	Dorothy has the witch's broom to give the Wizard	They survive and launch an attack
The Road Back	Deceived by the Wizard Dorothy learns he is a fake and she will still have to solve her own problems	Darth Vadar pursues Luke
Transformation	Glenda enters and tells Dorothy that she has always had the power	Hans Solo comes back to help, Luke trusts the Force, makes the shot and destroys the Death Star
Return w/ the Gain of Experience	Click the Ruby Slippers and goes home	Award Ceremony. . .connection to the Jedi Knight
Outcome	There's No Place Like Home	Trust the Force

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The Heroic Journey—Final Writing Product
My personal HJ

Ordinary World Bored and stuck	
Call to Adventure Plea for Help	
Reluctant, Refuse the Call Don't want to go	
Mentor Who helps w/ Experience	
Cross the Threshold Begin the Journey	
Test, Allies, & Enemies Who helps, who is against, what are your challenges.	
Approach the Innermost Cave What is the biggest fear	
Ordeal The horrible mess	
Reward You win/Celebrate	
The Road Back Stay in the special world or go back	
Transformation What was learned	
Return w/ the Gain of Experience	
Outcome What was learned	

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Character Based Literacy Program Lesson Plan
The Lion, the Witch, and the Wardrobe, Day 1

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.
W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources, and interact and collaborate with others, including linking to and citing sources.
W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Review the pages that explain the stages of a Heroic Journey using Star Wars and The Wizard of Oz as examples. You will use this information throughout the book to add to a Heroic Journey Bookmark you will make today in step seven.

The Ordinary World: We meet the hero in circumstances which would not lead us to believe there is anything special about the hero – he or she appears to be ordinary. And yet we are given signs that this person does have some special power, or gift, or ability.

Fauns: In Roman mythology, **fauns** are place-spirits (*genii*) of untamed woodlands. Romans connected their fauns with the Greek satyrs, wild and orgiastic drunken followers of Dionysus. However, fauns and satyrs were originally quite different creatures. Both have horns and both resemble goats below the waist, humans above; but originally satyrs had human feet, while fauns had goat like hooves. The Romans also had a god named Faunus and a goddess Fauna, who, like the fauns, were goat-people.

In Today's reading we meet Lucy, Peter, Susan, and Edmund. The children were sent to live at a professors home in the English countryside to protect them from air raids during the war. The kids were playing a game when Lucy found the magic wardrobe. She entered and found a fabulous land. While there she met a faun.

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2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

Introduce five important, useful words from today's reading.

splendid – 4	chap-4	row-4	armor – 6	wardrobe- 6

- Show, say, explain, expand, explode or buzz about the word briefly.
- Show, say and define the word quickly and add to the word wall.

READ

3. Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far.

- Mention the setting and main character.
- Point to each timeline item as you quickly review it.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***The Lion, the Witch and the Wardrobe*, Chapter 1**

Setting	Characters	Pages
the professor's country home	the professor, Mrs. Macready - the housekeeper, Peter, Susan, Edmund, and Lucy	3-4
the girl's room, upstairs	Peter, Susan, Edmund, and Lucy	4-5
next morning, exploring the house. It's raining outside.	Peter, Susan, Edmund, and Lucy	5-6
into the wardrobe	Lucy	6-8
Narnia, the other side of the wardrobe	Lucy and Mr. Tumnus	8-10

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline.

- Discuss the story to fix *the facts*: who, what, when, where, why.
- Decide on the 3-5 most important events and add these to the timeline.

Students might mention:

- Peter, Susan, Edmund, and Lucy arrive at the professor's house in the countryside, outside of London. They have been sent there to be safe from the World War II bombings of London by Axis powers.
- They are greeted by an old professor and a crabby housekeeper. Peter, the oldest assures the others that they will have fun here, being able to do whatever they like.
- In the morning they begin to explore the house, room by room.

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- Lucy stays behind in a nearly empty room, entering a wardrobe at the far end of the room.
- There is no back to the wardrobe. She walks through, and steps into the land of Narnia. There she encounters a faun.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

- Create and maintain a Venn Diagram of The Ordinary World (Outside London) and the Other World (Narnia).

EXPLORE

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Who are the main characters so far? During what time period does the tale take place? What is happening historically?
2. Why does Peter suggest that their new situation will prove to be "perfectly splendid"? Do you think he is right or wrong in his prediction? Why? What insight does this comment give you into Peter's personality?
3. Is it realistic that young Lucy would remain on the other side of the wardrobe, alone for as long as she does without calling for the others? What would you have done?
4. What do Lucy's actions tell you about her character? Is she courageous, or merely brave?

9. Analyze Analyze the key paragraph.

Key Paragraph – 8

" 'This must be a simply enormous wardrobe!' thought Lucy, going still further in and pushing the soft folds of the coats aside to make room for her. Then she noticed that there was something crunching under her feet. 'I wonder is that more moth-balls?' she thought, stooping down to feel it with her hand. But instead of feeling the hard, smooth wood of the floor of the wardrobe, she felt something soft and powdery and extremely cold. 'This is very queer,' she said and went on a step or two further."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Lucy has found herself in a parallel universe. Where did she come from? Why did arrive with her siblings at the professor's house? What was she doing when she found the wardrobe? Why is she alone?

Recount the story (in narrative form) to this point, explaining step by step how she ended up in Narnia. Introduce Lucy to expand on her character. Tell your reader her story based on her perspective to this point. Use dialog if appropriate to help tell her story. Use precise words, phrases, and transitions to convey sequence and time. Provide a conclusion that reflects on Lucy and the events that have gotten her to this point.

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Final Writing Project.
Think of a narrative or story you would like to share with your reader.
Pick one event that is significant to you. The more focused the event the easier the story is to tell.

Examples:

Winning the game with a great play,
The first time you drove a car,
The first time you learned something new,
The first time you road a roller coaster;
The first time you went on an interview or your first day on a job.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

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Character Based Literacy Program Lesson Plan
The Lion, the Witch, and the Wardrobe, Day 2

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Nymph: In Greek mythology, a **nymph** is any member of a large class of female nature entities, either bound to a particular location or landform or joining the retinue of a god, such as Dionysus, Hermes, or Pan, or a goddess, generally Artemis. Nymphs were the frequent target of lusty satyrs.

Nymphs live in mountains and groves, by springs and rivers, and in valleys and cool grottoes. They are frequently associated with the superior divinities: the huntress Artemis; the prophetic Apollo; the reveler and god of wine, Dionysus; and rustic gods such as Pan and Hermes.

The symbolic marriage of a nymph and a patriarch, often the eponym of a people, is repeated endlessly in Greek origin myths; their union lent authority to the archaic king and his line.

Dryads: female tree spirits in Greek mythology. In Greek *drys* signifies "oak," from an Indo-European root **derew(o)-* "tree" or "wood." Thus dryads are specifically the nymphs of oak trees, though the term has come to be used for all tree nymphs in general. "Such deities are very much overshadowed by the divine figures defined through poetry and cult," Walter Burkert remarked of Greek nature deities (Burkert 1986, p174). Normally considered to be very shy creatures, except around the goddess Artemis who was known to be a friend to most nymphs.

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A **dwarf** is a short, stocky humanoid creature in Norse mythology as well as other Germanic mythologies, fairy tales, fantasy fiction and role-playing games.

In mythology, dwarves are much like humans, but generally prefer to live underground and/or in mountainous areas. Some literature and games ascribe to dwarves the ability to see in the dark and other adaptations for living underground. Here they have accumulated treasures of gold, silver, and precious stones, and pass their time in fabricating costly weapons and armour. They are famed miners and smiths although, like humans, they specialize in any number of trades. Generally shorter than humans, they are on average stockier and hairier, usually sporting full beards. Though slow runners and poor riders, dwarves are said to be excellent warriors and defenders of their strongholds. Some myths and games also ascribe to dwarves the ability to forge magical items.

In today's reading the children are in the house exploring. Lucy stays behind wanting to see what was in the Wardrobe. She enters it to find that it is large and filled with furs. She continues to look and she finds herself in a strange cold land. She meets Tumnus and after a wonderful afternoon learns that he intended to kidnap her and take her to the White Witch. After spending time with her he realized she is very nice and decides to let her go. She returns home and Tumnus hopes that he will be safe from the witch.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

Introduce five important, useful words from today's reading.

mantelpiece – 14	gloomily-16	flute-16	distress- 17	dreadful-22

- Show, say, explain, expand, explode or buzz about the word briefly.
- Show, say and define the word quickly and add to the word wall.

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***The Lion, the Witch and the Wardrobe*, Chapter 2**

Setting	Characters	Pages
under the lamp post in Narnia	Lucy and Mr. Tumnus	11-13
through the woods to Mr. Tumnus's house	Lucy and Mr. Tumnus	14
a cave - Mr. Tumnus's home	Lucy and Mr. Tumnus	14-22
back through the wardrobe	Lucy	22-23

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

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Students might mention:

- Lucy meets Mr. Tumnus, a faun. She finds that she has stepped into the land of Narnia, and that it has been winter for a very long time.
- Mr. Tumnus talks Lucy into following him back to his home, which turns out to be a very comfortable, well-furnished cave.
- Mr. Tumnus entertains Lucy over tea with stories of hunting, of nymphs and Dryads. Then he begins to play a most beautiful song on his flute.
- Lucy falls into a trance-like sleep. When she awakens, Mr. Tumnus is crying. He tells Lucy that he has tricked her into coming with him and that his plan is to turn her over to the evil White Witch.
- However he has changed his mind about doing so. Even though it will be at great danger to himself, he agrees to see Lucy back to "Spare Oom at War Drobe."

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

For the following weeks:

- Add to the class Heroic Journey Chart.
- Maintain a list of enemies, allies and mentors (note: some allies may also turn out to be mentors).
- Maintain a Venn Diagram of the ordinary world (outside London) and the other world (Narnia).

EXPLORE

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Lucy meets the Faun and he refers to her has a daughter of Eve. What does he mean by that reference? Why would the author chose that phrase?
2. Lucy decides to go with Tumnus, what advice would you give Lucy about following a strange faun through the forest to his cave? What does Lucy learn about Narnia and the Faun's personality on their walk?
3. What does Lucy experience when she arrives back at the Faun's cave?
4. Lucy has to leave and the Faun tells her about his intentions. Why is he guilt ridden? What did he learn about Lucy and the White Witch? What did we learn about the Fauns' character?
5. The faun and Lucy depart. Do you think that Lucy will return to Narnia? Will the others believe what she saw and experienced? Do you think they were worried about her?

9. Analyze Analyze the key paragraph.

Key Paragraph – 15-16

"And when Lucy was tired of eating, the faun began to talk. He had wonderful tales to tell of life in the forest. He told about the midnight dances and how the Nymphs who lived in the wells and Dryads who lived in the trees came out to dance with the Fauns; about parties after the milk-white stag who could give you wishes if you caught him; about feasting and treasure-seeking with the wild Red-Dwarfs in deep mines and

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caverns far beneath the forest floor; and then about summer when the woods were green and old Silenius on his fat donkey would come visit them and sometimes Baccus himself, and then the streams would run with wine, instead of water and the forest would give itself up to jollification for weeks on end."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Lucy has found Narnia, a place not of the ordinary world. Think of a time and place that you had an experience that was out of your "norm" (think about being on a vacation, a different city, new school, new job, or a sports team)

Write a paragraph in which you describe this "place" with descriptive details and a logical flow of events. This place can be real or imagined. Use descriptive language, details, and sensory language to describe this place and to capture action or experiences.

Final Writing Project Day 2
In day one you were asked to pick a significant life event (real or imagined) to share with your reader.
Today—write a paragraph about your life in your ordinary world prior to this event happening. Describe in detail what your ordinary world is like. Share about the space, sights, sounds, and the people who you see.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

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Character Based Literacy Program Lesson Plan
The Lion, the Witch, and the Wardrobe, Day 3

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is proof?

The definition of proof is the ability to show validity or truth with evidence.

In today's reading Lucy returns from Narnia to find that her siblings did not know she was gone. She tried to tell them where she was and what she had been doing but could not prove it.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

Introduce five important, useful words from today's reading.

hoax- 25	wretched- 26	sledge- 28	gilded-31	tassel- 31

- Show, say, explain, expand, explode or buzz about the word briefly.
- Show, say and define the word quickly and add to the word wall.

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***The Lion, the Witch and the Wardrobe,* Chapter 3**

Setting	Characters	Pages
playing outside over the next few days	Lucy, Edmund, Peter, and Susan	24-26
into the wardrobe on the next rainy day	Lucy and Edmund	26- 29

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out of the wardrobe and into Narnia	Edmund	29-30
in the forest of Narnia	Edmund, The Queen, and the dwarf	30-33

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- When Lucy returned, she told the others about the wonderful world she had found on the other side of the wardrobe. No one believed her.
- She sulked for days as the children played games outside, making the most of the sunny weather.
- On the next rainy day, the children again played hide and seek. Lucy hid in the wardrobe.
- Edmund followed her inside. Rather than finding her, he found the opening at the rear of the wardrobe.
- Having realized that Lucy had been telling the truth, he moved away further from the wardrobe. A sledge, led by reindeer and driven by a dwarf, piloted a tall, beautiful woman who claimed to be the Queen of Narnia.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

For the following weeks:

- Add to the class Heroic Journey Chart.
- Maintain a list of enemies, allies and mentors (note: some allies may also turn out to be mentors).
- Maintain a Venn Diagram of the ordinary world (outside London) and the other world (Narnia).

EXPLORE

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What happened when Lucy returned from Narnia?
2. Which is worse her brothers and sisters not believing her or being teased by them? Have you ever been in a situation where you were not believed? How did you handle it?
3. Why did Lucy return to the wardrobe? What do you think she wanted to gain by going back to it? Why did Edmund follow her?
4. Who did Edmund meet in Narnia? Based on their experiences who do you think was wiser about sharing information, Edmund or Lucy? Do you think Edmund will be safe with the Queen?
5. What do you think happened to Lucy? Did she hear Edmund's calls from the forest?
6. How do you think Edmund felt when he realized Lucy had been telling the truth? Have you ever heard something that sounded like a fantasy, only to find out it was really true? Tell a partner about it.

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9. Analyze Analyze the key paragraph.

Key Paragraph – 30
" 'She's angry about all the things I've been saying lately,' thought Edmund. And though he did not like to admit that he had been wrong, he also did not like being alone in this strange, cold, quiet place; so he shouted again."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Pretend you are Edmund and are going to apologize to Lucy.
Write a full apology letter to Lucy. Address what you did wrong. Tell her how remorseful you are and tell her how you intend to behave differently in the future.
Write this letter in the form of a dialog between Edmund and Lucy.
Use precise words and phrases and details to convey your experiences and events. Conclude your dialog with a statement that follows form and reflects on the events that have taken place.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

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Character Based Literacy Program Lesson Plan
The Lion, the Witch, and the Wardrobe, Day 4

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is Turkish Delight?

An old Turkish aphorism tells one to "eat sweetly and speak sweetly". Sweets have always been an important component of Turkish cuisine. The origin of Lokum - Turkish Delight- dates back to the time of the Ottoman Empire.

Before the 18th century, honey and grape molasses were the only sweetening agents available to Turkish confectioners. With the introduction of sugar in the late 18th century, Turkey awakened to a new era of sweet making. Sugar brought with it the beginning of endless creative possibilities to Turkish confectioners. It was during this time that Turkish delight, one of the oldest known confections in the world, was created in the great kitchens of the Ottoman court.

A whimsical tale tells of the creation of Turkish delight: In an attempt to appease his many wives, a famous Sultan ordered his confectioner to create a unique sweet. Eager to please his Sultan, the confectioner blended a concoction of sugar syrup, various flavourings, nuts and dried fruits then bound them together with mastic (gum Arabic). After several attempts, a most delectable sweet emerged from the royal kitchens. The Sultan was so delighted with these delicious little gems that he proclaimed the sweet maker the court's chief confectioner! And this is the story of how Turkish delight was created. Hereafter, a plate of Turkish delight was served at daily feasts in the Ottoman court.

Turkish delight was unveiled to the west in the 19th century. During his travels to Istanbul, an unknown British traveler became very fond of the Turkish delicacies, purchased cases of "rahat lokoum" and he shipped them to Britain under the name Turkish delight.

It is believed that Picasso enjoyed Turkish delight daily to improve his concentration while Napoleon and Winston Churchill relished pistachio filled Turkish delights.

Today, Turkish delight remains the sweet of choice in many Turkish homes. Enjoyed worldwide, the subtle flavours of Turkish delight are known to compliment coffee and sweeten the breath at the end of a meal. Traditionally offered as a treat at Christmas in the west, Turkish delight is becoming increasingly popular as a sweet to be

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enjoyed year-round. Bayco's authentic Turkish delight is attractively packaged in a variety of gift boxes.

In today's reading Edmund has followed Lucy into the wardrobe. Upon entering he meets the queen. She is excited to have found a human. She has Edmund sit in the sledge and feeds him Turkish Delight as she attempts to gather information.
http://www.turkish-delight.com/v2/index.php
http://mideastfood.about.com/od/dessertssweetspastries/r/turkishdelight.htm

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

Introduce five important, useful words from today's reading.

dominions – 34	mantle- 35	inquisitive – 36	courtiers-39	nobles- 39

- Show, say, explain, expand, explode or buzz about the word briefly.
- Show, say and define the word quickly and add to the word wall.

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***The Lion, the Witch and the Wardrobe*, Chapter 4**

Setting	Characters	Pages
at the queen's sledge	Edmund, the queen, and the dwarf	34-41
under the lamp post	Edmund and Lucy	41-43

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- The queen treated Edmund very well. She wrapped her mantle around him to keep him warm, and with her wand produced a hot drink and enough Turkish Delight to overfill Edmund.
- As he ate and drank, the queen prodded him with questions.
- Edmund told her that he had three siblings, two sisters and a brother. He also told her that his younger sister had already been here and met a faun.
- The queen insisted that he must find a way to bring his brother and sisters to meet her. She showed him where she lived, and promised him a courtly position and all the Turkish Delight he could eat when he brought them to meet her.
- The queen pointed Edmund in the direction of the wardrobe and then left him. Part way there, he ran into Lucy who, it turned out, had been to visit Mr. Tumnus.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

For the following weeks:

- Add to the class Heroic Journey Chart.
- Maintain a list of enemies, allies and mentors (note: some allies may also turn out to be mentors).

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- Maintain a Venn Diagram of the ordinary world (outside London) and the other world (Narnia).

EXPLORE

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. How did the Queen treat Edmund? How did her attitude change when she learned he was “son of Adam”?
2. Would you have accepted all of the kindness the witch offered?
3. What does this interaction tell you about Edmunds character?
4. Why do you think the Queen is so interested in meeting his brother and sisters?
5. Is the lady on the sledge the Queen of Narnia or a witch?
6. Will we see Mr. Tumnus again? Defend your prediction.
7. What do you think Edmund will tell the others when they come back through the wardrobe?

9. Analyze Analyze the key paragraph.

Key Paragraph – 42

“ ‘You can’t always believe what fauns say,’ said Edmund, trying to sound as if he knew far more about them than Lucy.”

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Edmund and Lucy have different opinions about the Queen/Witch. Which do you believe is the truth?

Write a narrative/character introduction in which you introduce the Queen/Witch to your reader. Use information from the text to describe her traits and support your opinion of her as a queen or as a witch. Use examples from the text to back up your viewpoint. Use dialog or details to support your viewpoint.

11. Close Close by extending today’s lesson to life and the world.

Extend the reading to the students' lives or to the world.

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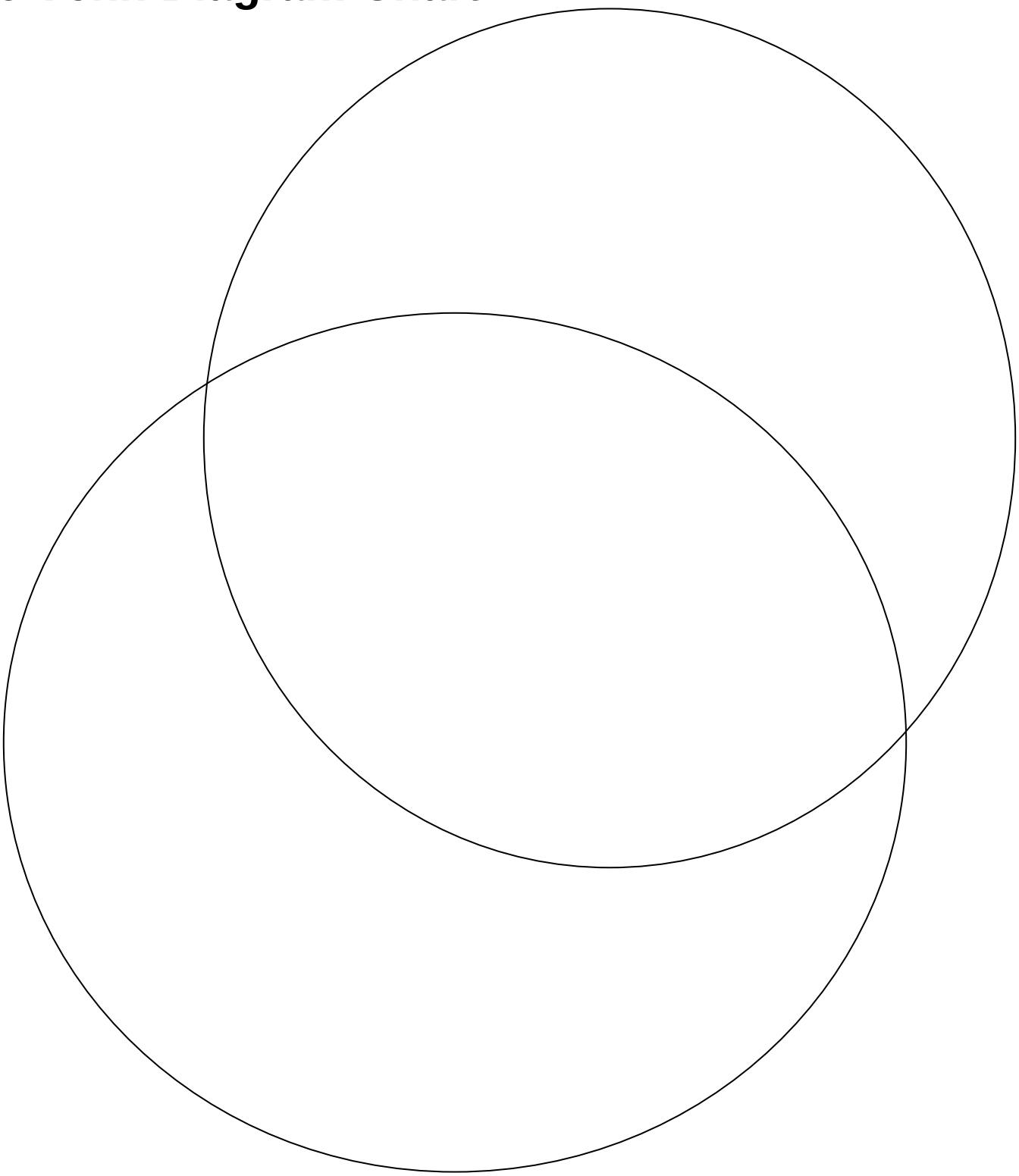
6g6 Venn Diagram Chart



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Character Based Literacy Program Lesson Plan
The Lion, the Witch, and the Wardrobe, Day 5

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

The Call to Adventure: The journey continues at the next stage when our hero is called by events, or circumstances, a message or a messenger, out of this ordinary world to take on a greater adventure in the world outside. This call to adventure will most often take the hero to a special world, a world not situated in the facts of time and space, but a fantasy world, a fantastic world where things that can't happen in the real world, the ordinary world, can happen here. In this fantastic world we can learn about the lessons our lives can teach us in new ways. Often the agent that brings the call to adventure is a **herald**. In mythic stories, the **herald** might issue a challenge to the future hero or be a signal that a significant change is about to occur. Sometimes the herald will also be a **mentor.** Lucy first receives the call from Mr. Tumnus. However, when she pleads with the other children to follow her back into Narnia, they do not believe her and **refuse the call.**

Mentors: At this point in the story a **mentor** enters, sometimes one person, sometimes several, sometimes even whole institutions or organizations or ways of being. The functions of this mentor are teaching, guiding, and training, but also protecting and forming the young hero until the hero is ready for the test ahead. This is generally symbolized by objects, or tools, amulets that are either necessary for the tasks at hand, or that have special properties that will be necessary for the particular tasks in this story: the ruby slippers in *The Wizard of Oz* or the light saber in *Star Wars*.
Tests, Allies, Enemies: The journey is never really alone - you need companions along the way. Now the test comes and you find who will be with you and who will not.

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Who will be your friends, and who will be your enemies? What tests will you have to pass?

What is credibility?
Being credible is offering reasonable grounds for being believed.
In today's reading Edmond and Lucy return to the house and meet the other kids. Lucy is heartbroken when Edmond does not tell the truth about Narnia. The kids are worried about Lucy and go to talk to the professor. He asks them to consider who is the most credible of the two kids and to consider the source of information.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

Introduce five important, useful words from today's reading.

reliable – 47	logic – 48	assume - 48	probable- 49	jeering - 50

- Show, say, explain, expand, explode or buzz about the word briefly.
- Show, say and define the word quickly and add to the word wall.

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***The Lion, the Witch and the Wardrobe,* Chapter 5**

Setting	Characters	Pages
through the wardrobe and into the house	Edmund, Peter, Lucy and Susan	44-46
in the professor's study	Peter, Susan, and the professor	47-50
in the house, avoiding Mrs. Macready	Peter, Susan, Edmund, and Lucy	51-53
back into the wardrobe	Peter, Susan, Edmund and Lucy	53

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- When Edmund and Lucy hop out of the wardrobe, Lucy recounts her second visit to Mr. Tumnus and turns to Edmund to back her up. Edmund denies everything.
- Peter and Susan seek out the professor, because they are worried about Lucy.
- The professor explains that their sister is either lying, mad, or telling the truth. He says that one need only look at and talk to Lucy to see she is not mad. And he points out that while Lucy has a history of being truthful, it is Edmund who can often be counted on to lie. He suggests everyone mind his own business.
- Peter and Susan make a point of being nice to Lucy, and of preventing Edmund from continuing to torment her. No one speaks of the wardrobe.
- Mrs. Macready is showing some visitors through the house. In an effort to avoid her, the four children re-enter the wardrobe once more.

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6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

For the following weeks:

- Add to your bookmark or class chart.
- Maintain a list of enemies, allies and mentors (note: some allies may also turn out to be mentors).
- Maintain a Venn Diagram of the ordinary world (outside London) and the other world (Narnia).
- Maintain a Venn diagram of the character traits of Lucy and Edmund.

Character Chart:

Based on the reading and the information you have so far, create a character chart for the kids. You can choose one of the main characters or do a separate chart for each child. Add to it as you go through the reading.

EXPLORE

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What does Edmund do after he and Lucy return from Narnia?
2. Why doesn't he tell the truth? Explain your answer to a partner.
3. What argument(s) does the professor use to convince Peter and Susan that Lucy may be telling the truth?
4. The professor encourages the children to judge others on their character - the history of ones prior actions - rather than on the narrow view of what they believe to be true or possible. What factors do you consider when you decide whether or not to trust someone?
5. Have you ever believed in something you could not see, touch, or prove?
6. What do you think will happen now that all four children are in the wardrobe?

9. Analyze Analyze the key paragraph.

Key Paragraph – 48

"'Logic!' said the Professor half to himself. 'Why don't they teach logic at these schools? There are only three possibilities. Either your sister is telling lies, or she is mad, or she is telling the truth. You know she doesn't tell lies, and it is obvious that she is not mad. For the moment then, we must assume that she is telling the truth.'"

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

After the professor reminds Susan and Peter that Lucy is neither a liar, nor insane, the children press him to explain why they found nothing but the back of the wardrobe when they looked for themselves, and how Lucy's story could possibly be true when she was only gone from their sight for a few moments.

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Think of a time that you had and experience (good or bad, real or imagined) and you were not believed. Write a narrative in which you describe in detail the experience. Engage your reader by introducing them to the situation and the characters. Organize the event so it flows logically. Use good transitions and precise language to engage your reader. Be very specific and share the details of this one event and what it felt like to not be believed. Include a conclusion that reflects on your experiences.

Final Writing Product:
Today write about a time (real or imagined) you received a plea for help. This should be a very specific instance that you can detail in the rest of your narrative. This plea for help can be in the form of a invitation, plea for help, or a disruption.

Share how you enjoyed your ordinary world and you wanted to refuse the call.
Who are your mentors in this situation? How have they helped you and given your support.
Detail the tests, allies, and enemies you encountered along the way.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

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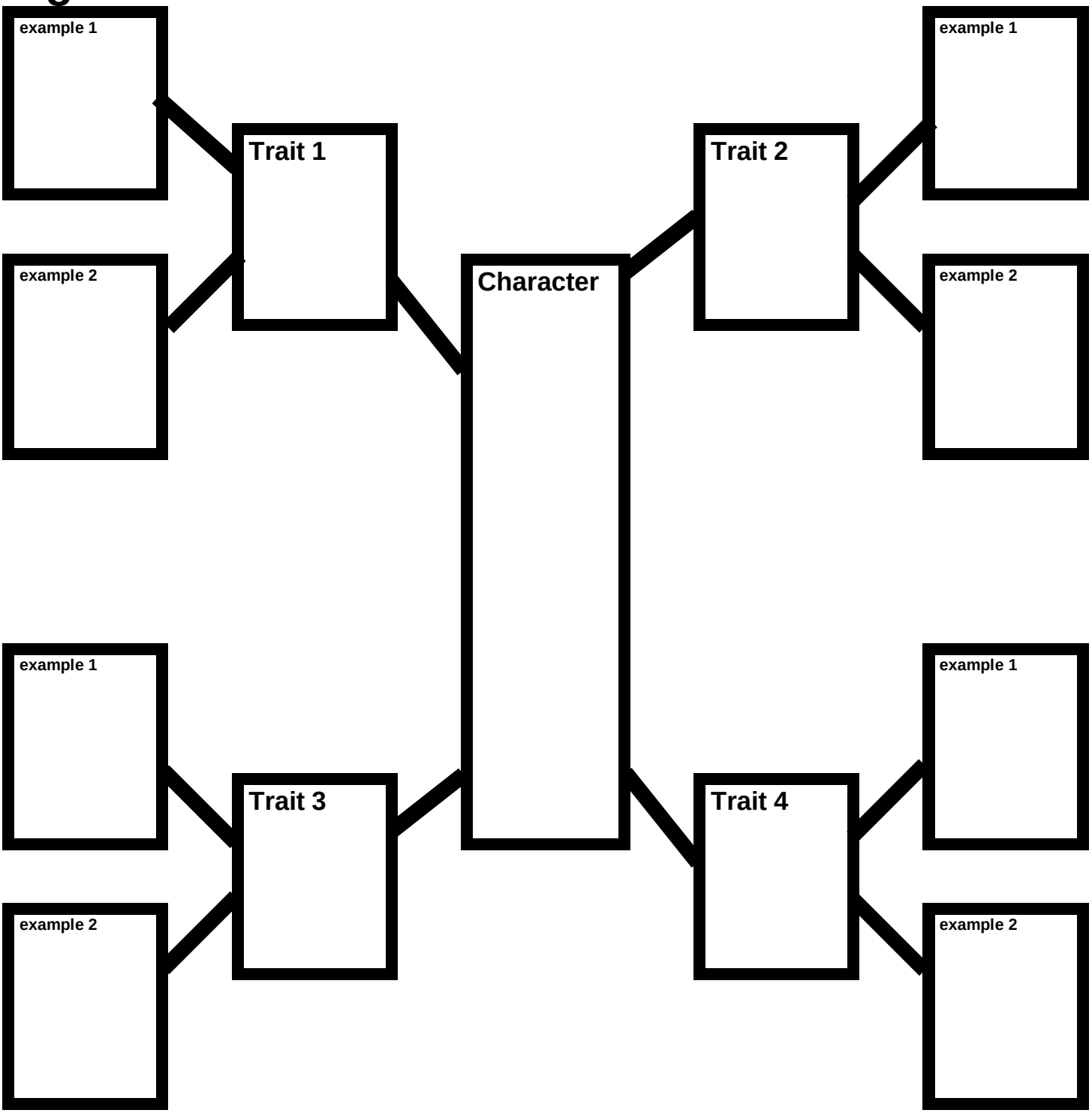
4g6 Character Profile Chart



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Character Based Literacy Program Lesson Plan
The Lion, the Witch, and the Wardrobe, Day 6

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is treason?

Treason is the betrayal of one's own country by waging war against it or by consciously or purposely acting to aid its enemies.

In today's reading the children return to Narnia and Lucy wants to take them to meet Tumnus. Upon arrival they learn that his house has been destroyed and he has been arrested for treason.

You cannot stay in school and enjoy the wisdom of the mentor forever; somewhere the journey must begin and you must enter the special world where this heroic journey will take place, and so you **Cross the Threshold** and begin the journey.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

Introduce five important, useful words from today's reading.

arctic- 56	treason- 58	fraternizing- 58	enchantment- 59	alighted-61

- Show, say, explain, expand, explode or buzz about the word briefly.
- Show, say and define the word quickly and add to the word wall.

READ

3. Review Review the timeline from the beginning every day.

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4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***The Lion, the Witch and the Wardrobe*, Chapter 6**

Setting	Characters	Pages
stepping into Narnia	Lucy, Edmund, Peter, and Susan	54-57
to Mr. Tumnus's cave	Lucy, Edmund, Peter, and Susan	57-60
following the robin through the woods of Narnia	Lucy, Edmund, Peter, Susan, and the Red Breasted Robin	60-62

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- The four children push their way to the rear of the wardrobe, only to find that there is no rear. Instead they find themselves standing in the snow at the break of another winter day in Narnia.
- Edmund lets slip that he HAS been here before, and Lucy offers to lead the way to Mr. Tumnus's cave.
- Upon arrival, the four realize that Mr. Tumnus's home has been destroyed and that he has been arrested for treason.
- After a good deal of consideration, Lucy, Peter and Susan agree that they ought to at least try to help Mr. Tumnus.
- Edmund disagrees but goes along. All four begin to follow a robin that seems to be leading them somewhere. Soon the four realize they are good and lost.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

For the following weeks:

- Add to your bookmark or class chart.
- Maintain a list of enemies, allies and mentors (note: some allies may also turn out to be mentors).
- Maintain a Venn Diagram of the ordinary world (outside London) and the other world (Narnia).
- Maintain a Venn diagram of the character traits of Lucy and Edmund.

Character Chart:

Based on the reading and the information you have so far, create a character chart for the kids. You can choose one of the main characters or do a separate chart for each child. Add to it as you go through the reading.

EXPLORE

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What does Edmund say to give away the fact that he *has* been in Narnia before?

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2. The author continues to associate Edmund with an obsession for food. What do you think the author is trying to convey to the reader about his character? Do you think Lewis is successful?
3. Having come upon the ruins of Mr. Tumnus's cave, what would you advise the children to do? Turn back? Go on? Why?
4. Have you ever had to put your own needs, health, and safety aside for the benefit of another? What happened? Would you do it again?

9. Analyze Analyze the key paragraph.

Key Paragraph – 58
"The former occupant of these premises, the Faun Tumnus is under arrest and awaiting his trial on a charge of high treason against her imperial majesty Jadis, Queen of Narnia, Chatelaine of Cair Paravel, Empress of the Lone Islands, etc., also of comforting her said majesty's enemies, harboring spies and fraternizing with Humans.
Signed MAUGRIM, Captain of the Secret Police
LONG LIVE THE QUEEN!"

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Pretend you are a newspaper reporter for the *Narnia Times*. Write a short narrative article about the arrest of Mr. Tumnus. Tell what was done to his home and elaborate on the charges of treason, comforting, harboring, and fraternizing. Pretend that you interviewed the Queen and include a quote from her.

As you introduce the situation engage your reader by establishing your characters and relevant details. Use a variety of transition words and concise language to maintain flow. Use relevant details and quotes/dialog when appropriate.

Final writing product

Today you decide to start on your journey. Write a paragraph in which you share what happens to you to make you start on your journey.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

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Character Based Literacy Program Lesson Plan
The Lion, the Witch, and the Wardrobe, Day 7

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.
W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources, and interact and collaborate with others, including linking to and citing sources.
W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is the significance of the robin?
Foremost, the red robin is a portent of spring. Robins are one of our first visual signs from the animal kingdom that the return of warmth is on its way after a long winter haul. This is a time for celebration! Bird song returns to the skies, little buds on trees are ready to burst open, and the spring flowers are poised for blooming. At long last we can put away our coats and mittens; the first red robin has been sighted!

Native American Plains' tribes attributed the return of the sun (inception of spring) with the red robin too. Indeed, many Native American beliefs attributed solar symbolic meaning to the red robin because its rosy red chest is symbolic of the dawning sun**.** Also, its bright yellow beak is symbolic of sun rays lighting the earth with hope. Omaha tribes believed the sun rose and set on the wings of the robin.

The robin's bright yellow beak is also symbolic of sun rays to the Native American. Native Americans attributed their beak color with being mindful of the spoken word. The robin was a sign to only present the highest truth when speaking**.**

In today' reading the children are lead through the forest by a robin. A robin is a symbol of spring. This is ironic that the author chose this animal because in Narnia, “it is always winter and there is never Christmas”. The Robin leads the children to the Beaver family. They are skeptical that the beavers are friendly until Mr. Beaver presents the handkerchief that Lucy gave to Tumnus.

The journey is never really alone—you need companions along the way. Now the test comes and you find who will be you, who will not. Who will be your friends and who will be in your way. This is the time of **Tests, Allies, and Enemies.**

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

Introduce five important, useful words from today's reading.

beckoned-65	boughs-65	betray-67	merely-69	trifle-69

- Show, say, explain, expand, explode or buzz about the word briefly.
- Show, say and define the word quickly and add to the word wall.

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***The Lion, the Witch and the Wardrobe,* Chapter 7**

Setting	Characters	Pages
in the woods	Lucy, Peter, Edmund, Susan, and Mr. Beaver	63-68
the beaver dam	Lucy, Peter, Edmund, Susan, Mr. and Mrs. Beaver	68-73
the dinner table in the Beaver's dam	Lucy, Edmund, Peter, Susan and the Beavers	73-76

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- The robin that the children had been following soon disappeared. But they saw another animal moving among the trees.
- As the children moved closer, the animal beckoned them to follow. Peter recognized it to be a beaver.
- The beaver spoke to the children in whispers. (Though they seemed to be alone, the beaver warned, the trees could hear and speak. And they could not all be trusted.)
- He told them that he had heard that Aslan was on the move. All the children but Edmund had positive reactions, though they had no idea who Aslan was.
- Mr. Beaver led the children to his beaver dam. There they met Mrs. Beaver who was sewing and preparing dinner - trout that Mr. Beaver caught through a hole cut in the ice.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

For the following weeks:

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- Add to your bookmark or class chart.
- Maintain a list of enemies, allies and mentors (note: some allies may also turn out to be mentors).
- Maintain a Venn Diagram of the ordinary world (outside London) and the other world (Narnia).
- Maintain a Venn diagram of the character traits of Lucy and Edmund.

Character Chart:

Based on the reading and the information you have so far, create a character chart for the kids. You can choose one of the main characters or do a separate chart for each child. Add to it as you go through the reading.

EXPLORE

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What pushes the children to continue following the beaver? Would you have trusted him? What is faith?
2. Who do you think Aslan is? What do you think Aslan represents? Why did Edmund have such a negative reaction when he was mentioned?
3. You've heard the phrase, "busy as a beaver." What details does the author provide to convince the reader that these beavers are "busy"? Is Lewis successful in this characterization?
4. What do you think will happen next?
5. Are the beavers enemies? Allies? Mentors? Will they issue the call to adventure, or is this the in-most cave?

9. Analyze Analyze the key paragraph.

Key Paragraph – 68

"At the name of Aslan each one of the children felt something jump in its inside. Edmund felt a sensation of mysterious horror. Peter felt suddenly brave and adventurous. Susan felt as if some delicious smell or some delightful strain of music had just floated by her. And Lucy got the feeling you have when you wake in the morning and realize that it is the beginning of the holidays or the beginning of summer."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Aslan is clearly a very powerful being, possibly powerful enough to free Narnia from the grip of the Queen/Witch. Think of a time you met someone who made you feel like you were brave, adventurous, giddy, or someone who made you feel bad.

Write a narrative in which you describe this person. Introduce your character and share how you met him or her. Give details (real or imagined) about

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the encounter. Use clear and concise language with as much vivid detail as you can.

Final Writing Product

Share who your friends are on your journey, give them names and how they have helped you.

Who are your enemies? Explain.

Who are your allies? What is the difference between your friends and your allies?

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

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Character Based Literacy Program Lesson Plan
The Lion, the Witch, and the Wardrobe, Day 8

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Lilith is a female Mesopotamian night demon or vampire associated with wind and thought to harm children. The figure of Lilith first appeared in a class of wind and storm demons or spirits as *Lilitu*, in Babylonia, circa 3000 B.C.E. Many scholars place the origin of the phonetic name "Lilith" at somewhere around 700 B.C.E.

In the Book of Isaiah, Lilith (Hebrew: **לִילִית**) is a kind of night-demon or animal, translated as *onokentauros* in the Septuagint, as *lamia* "witch" by Hieronymus of Cardia, and as *screech owl* in the King James Version of the Bible. Lilith also appears as a night demon in the Talmud and Midrash. She is often identified as the mother of all incubi and succubi. Late medieval Jewish legend portrays her as the first wife of Adam, who left the Garden of Eden after a dispute with her husband, and subsequently became the mother of demons, the Lilin.

Why are lions called King of the Beasts?
But throughout history, the lion has been thought of as the symbol of strength because it ranks among the fiercest and strongest of all wild creatures.
Its ferocity and the roar of its voice strikes terror in the hearts of both men and animal alike. The long mane of the male gives the lion a proud and kingly appearance.

In today's reading Mr. Beaver describes Aslan as the children have to meet him. He is described as, "not safe but good." Aslan has the power to eradicate the White Witch. The children learn her lineage from the beavers and that she is refered to as Lilith

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

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Introduce five important, useful words from today's reading.

gloomy	will	peddler	sternly	stratagem

- Show, say, explain, expand, explode or buzz about the word briefly.
- Show, say and define the word quickly and add to the word wall.

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***The Lion, the Witch and the Wardrobe*, Chapter 8**

Setting	Characters	Pages
the dinner table in the Beaver's dam	Lucy, Edmund, Peter, Susan and the Beavers	77-81
the dinner table in the Beaver's dam	Lucy, Peter, Susan and the Beavers	83-87

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- The children and the beavers sit down to dinner.
- After dinner, Mr. Beaver begins to talk.
- He tells the children that Mr. Tumnus has likely been taken to the Queen's castle and has already been turned to stone.
- He tells them that it is Aslan who will be able to save Mr. Tumnus.
- He tells them that they must meet Aslan at the Stone Table the following day. He recites a rhyme that prophesies their involvement in saving Narnia.
- The children realize that Edmond is missing. Mr. Beaver is sure he has been tainted by the White Witch.
- The only way to save Edmond is to go to Aslan.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

- Add to your bookmark or class chart.
- Maintain a list of enemies, allies and mentors (note: some allies may also turn out to be mentors).
- Maintain a Venn Diagram of the ordinary world (outside London) and the other world (Narnia).
- Maintain a Venn diagram of the character traits of Lucy and Edmund.

Character Chart:

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Based on the reading and the information you have so far, create a character chart for the kids. You can choose one of the main characters or do a separate chart for each child. Add to it as you go through the reading.

EXPLORE

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. The children learn what has happened to Tumnus. Peter tries to imagine a strategy to get into the castle and free Mr. Tumnus. Can you come up with a strategy of your own?
2. Mr. Beaver describes Aslan as, "not safe, but good" what is the difference between the two? Can you be good without being safe? What does he refer to when he says he is not safe?
3. Why do you think Lewis includes the rhyme in the beaver's call to adventure? What does the rhyme suggest about the children's destiny that his own words cannot?
4. Why do you think the author chooses Edmund to ask Mr. Beaver if the Queen is capable of turning Aslan to stone? What do you think he is planning?
6. Have you ever faced a "call to adventure" – perhaps a challenge that seemed impossible? What do you think the children will be asked to do?
7. Why doesn't Mr. Beaver want to look for Edmund? How will leaving him with the queen save the others? Is it appropriate/ethical to sacrifice one to save many?

9. Analyze Analyze the key paragraph.

Key Paragraph – 79-80

" 'That's right, Son of Adam,' said Mr. Beaver, bringing his paw down on the table with a crash that made all the cups and saucers rattle. 'And so you shall. Word has been sent that you *are* to meet him, tomorrow if you can, at the Stone Table.'"

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Think of a time that you have been asked or told you were going to do something? You were scared, intimidated, or elated that you got the opportunity.

Write a one paragraph narrative in which you introduce the situation and the characters. Share the experience with your readers, what happened? Who was involved? How did you feel? Give them details that bring the situation to life for them. Use clear and concise language and a logical flow. Close with a concluding statement that reflects on your experience.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

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Character Based Literacy Program Lesson Plan
The Lion, the Witch, and the Wardrobe, Day 9

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is justification?
To justify something means to show to be right and reasonable.
In today's reading Edmond leaves the others to find the witch. Even though he knew she was evil he was able to justify his decisions.

For information on winged horses See:
http://gogreece.about.com/od/mythology/a/mythpegasus.htm
For information on centaurs see:
http://monsters.monstrous.com/centaurs.htm
For information on dragons see:
http://www.britannica.com/EBchecked/topic/170779/dragon
For information on giants see:
http://www.pantheon.org/articles/g/giant.html

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2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

Introduce five important, useful words from today's reading.

turret-92	mere-94	gloating-96	jeering-96	pillars-98

- Show, say, explain, expand, explode or buzz about the word briefly.
- Show, say and define the word quickly and add to the word wall.

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***The Lion, the Witch and the Wardrobe*, Chapter 9**

Setting	Characters	Pages
through the cold forest at night	Edmund	89-93
into the courtyard of the castle	Edmund and many stone creatures	93-97
steps leading to the front door	Edmund and Maugrim, Captain of the Secret Police	98-99
the throne of the White Witch	Edmund and the Queen	99

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Edmund sneaks away from the others after hearing the prophecy.
- He trudges through the forest without a coat, falling and slipping often, becoming both wet and bruised.
- Suddenly the clouds blow away, and the light of the moon leads Edmund up to the castle.
- The courtyard is filled with statues of formerly live creatures - giants, dwarves, lions, centaurs, even a dragon.
- At the front steps, Edmund mistakes Maugrim for another statue. Maugrim takes Edmund to the queen who seems angry with Edmund for coming alone. Still he tells her all he knows about the coming of Aslan as well as the whereabouts of his brothers and sisters.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

- Add to your bookmark or class chart.
- Maintain a list of enemies, allies and mentors (note: some allies may also turn out to be mentors).
- Maintain a Venn Diagram of the ordinary world (outside London) and the other world (Narnia).
- Maintain a Venn diagram of the character traits of Lucy and Edmund.

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Character Chart:

Based on the reading and the information you have so far, create a character chart for the kids. You can choose one of the main characters or do a separate chart for each child. Add to it as you go through the reading.

EXPLORE

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What is Edmund thinking about as he makes his way toward the castle? What was his main purpose for leaving the others and seeking out the queen? Does that justify his behavior?
2. Edmond left the others and was cold and miserable. He would have returned but his ego got in the way. Have you ever experienced a time when you knew the right thing to do, but were scared of what others might say or do? Explain.
3. What thoughts kept Edmond going? What were his motivations? What does the phrase what the large print givith, the small print givith away refer to? Do you think Edmond will be made King without having to sacrifice something?
4. Foreshadowing is a literary device that authors use to suggest what might be coming up later in the story. What might C.S. Lewis be foreshadowing when he writes that "…the clouds rolled away and the moon came out"?
5. What does Edmond find in the courtyard? How is he able to justify all of the statues?
6. Edmond is taken to the queen. Is this the reception from the queen that Edmund expected? Is it the reception you expected?
7. The author writes that Edmund is justifying what he knows down deep is the wrong thing to do? Have you ever found yourself or someone you know doing this? Share stories with a partner.

9. Analyze Analyze the key paragraph.

Key Paragraph – 89

" . . . As for what the Witch would do with the others, he didn't want her to be particularly nice to them—certainly not to put them on the same level as himself; but he managed to believe, or to pretend he believed, that she wouldn't do anything very bad to them, 'Because,' he said to himself, 'all these people who say nasty things about her are her enemies and probably half of it isn't true. She was jolly nice to me anyway, much nicer than they are. I expect she is the rightful Queen really. Anyway, she'll be better than that awful Aslan!'"

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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Recall that Edmund spent most of his journey justifying his actions to himself. (See pages 89 and 91). Think of a time in your life that you had to justify your actions to yourself or to others (real or imagined, good or bad).

Write a one paragraph narrative in which you share this event with your reader. Introduce the situation and the characters. Share what events transpired that you had to justify. Use clear and concise language and transitions. Use a logical order to share the event with your reader. Conclude with a statement that helps you reflect on the event.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan *The Lion, the Witch, and the Wardrobe*, Day 10

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.

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d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.
W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources, and interact and collaborate with others, including linking to and citing sources.
W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Who is Father Christmas?

St. Nicholas was a Bishop who lived in the fourth century AD in a place called Myra in Asia Minor (now called Turkey). He was a very rich man because his parents died when he was young and left him a lot of money. He was also a very kind man and had a reputation for helping the poor and giving secret gifts to people who needed it. There are several legends about St. Nicholas, although we don't know if any of them are true!

The most famous story about St. Nicholas tells how the custom of hanging up stockings to get presents in first started! It goes like this:

There was a poor man who had three daughters. He was so poor, he did not have enough money for a dowry, so his daughters couldn't get married. (A dowry is a sum of money paid to the bridegroom by the bride's parents on the wedding day. This still happens in some countries, even today.) One night, Nicholas secretly dropped a bag of gold down the chimney and into the house (This meant that the oldest daughter was then able to be married.). The bag fell into a stocking that had been hung by the fire to dry! This was repeated later with the second daughter. Finally, determined to discover the person who had given him the money, the father secretly hid by the fire every evening until he caught Nicholas dropping in a bag of gold. Nicholas begged the man to not tell anyone what he had done, because he did not want to bring attention to himself. But soon the news got out and when anyone received a secret gift, it was thought that maybe it was from Nicholas.

http://www.whychristmas.com/customs/fatherchristmas.shtml

In today's reading the children and the beavers stop to rest. They hear bells which they think belong to the queen. Upon investigation they learn it is Father Christmas. He is in Narnia because the witch's powers are weakening. He gives each of the children a gift and explains to them they are tools not toys.

For more information:
http://www.history.com/photos/christmas-history-of-santa-claus#christmas-history-of-santa-claus

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

Introduce five important, useful words from today's reading.

handkerchiefs- 101	abide-102	curtsey-107	sheath-108	quiver-108

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- Show, say, explain, expand, explode or buzz about the word briefly.
- Show, say and define the word quickly and add to the word wall.

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***The Lion, the Witch and the Wardrobe*, Chapter 10**

Setting	Characters	Pages
through the forest	Lucy, Peter, Susan and the Beavers	100-104
inside the beaver hiding place	Lucy, Peter, Susan, and the Beavers	104-106
above the beaver hideout	Lucy, Peter, Susan, the Beavers, and Father Christmas	106-110

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- The children follow the Beavers, trudging through the snow. Growing tired, they turn away from the river and head uphill into the brush.
- Mr. Beaver leads the group into a small, secret hiding place.
- They sleep until Lucy awakens to the sound of jingling bells.
- Mr. Beaver checks things out, and it turns out the bells came from Father Christmas's sledge, not the witch's.
- Father Christmas gives gifts to everyone. To each of the children he gives something that will be necessary during the upcoming battle against the White Witch. He also provides them with much needed breakfast.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

- Add to your bookmark or class chart.
- Maintain a list of enemies, allies and mentors (note: some allies may also turn out to be mentors).
- Maintain a Venn Diagram of the ordinary world (outside London) and the other world (Narnia).
- Maintain a Venn diagram of the character traits of Lucy and Edmund.

Character Chart:

Based on the reading and the information you have so far, create a character chart for the kids. You can choose one of the main characters or do a separate chart for each child. Add to it as you go through the reading.

EXPLORE

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8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why does Mrs. Beaver want to bring her sewing machine along?
2. Mrs. Beaver takes time to pack for their journey. The kids are impatient and they want to go? What does this preparedness say about Mrs. Beaver? If you were in trouble would you want her on your team? Why? If you had to prepare for this type of journey what would you take?
3. What *does* the author mean when he says Peter's voice was "pale"?
4. If Lucy and Susan are not meant to battle, why have they been given weapons?
5. If you were Lucy or Susan, how would you respond to Father Christmas when he says, "…battles are ugly when women fight"?
6. Have you ever had to respectfully disagree with someone? What does it mean to respectfully disagree? Explain the situation? Is it appropriate to respectfully disagree?

9. Analyze Analyze the key paragraph.

Key Paragraph – 109

" 'Why, Sir?' said Lucy. 'I think—I don't know—but I think I could be brave enough.'

'That is not the point,' he said. 'But battles are ugly when women fight. And now'—here he suddenly looked less grave—'here is something for the moment for you all!"

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Pretend you are Lucy interacting with Father Christmas. He claims that battles are ugly when women fight. She is claiming she can be brave. Have you had a time when you had to be brave?

Write a one paragraph narrative in which you detail an experience that you had to be brave. It can be real or imagined. Introduce your characters and the situation. Share the situation using a logical flow of events. Organize your details in an organized manner. Use clear and concise language and dialog if needed. Use relevant details and sensory details to capture the scenario. Close with a statement that reflects on the situation.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

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Character Based Literacy Program Lesson Plan
The Lion, the Witch, and the Wardrobe, Day 11

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is the difference between empathy and sympathy?

	Empathy	**Sympathy**
Definition	Understanding what others are feeling because you have experienced it yourself or can put yourself in their shoes.	Acknowledging another person's emotional hardships and providing comfort and assurance.
Example	I know it's not easy to lose weight because I have faced the same problems myself.	When people try to make changes like this (e.g. lose some weight) at first it seems difficult.
	Relating to someone because you have been in a similar situation	Ability to be comforting.

In today's reading Edmond is empathetic to the animals in the forest for the first time because he has become a victim of the witches reign.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

Introduce five important, useful words from today's reading.

repulsive-111	gaiety-115	gluttony-115	vermin- 115	self-indulgence- 115

- Show, say, explain, expand, explode or buzz about the word briefly.
- Show, say and define the word quickly and add to the word wall.

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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***The Lion, the Witch and the Wardrobe*, Chapter 11**

Setting	Characters	Pages
the witch's castle	The White Witch, Edmund, a dwarf, and Maugrim	111-113
through the woods	The White Witch, Edmund, the dwarf, and a party of small forest creatures	113-119
the forest in spring	The White Witch, Edmund, and the dwarf	119-122

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- The witch treats Edmund differently than he expected – as a prisoner, rather than a prince.
- Maugrim gathers his fasted wolves and heads for the Beaver Dam. The witch and dwarf take off on the sledge, with Edmond.
- Snow finally stops falling in the morning, just as the sledge pulls up to a party of forest creatures in celebration of the gifts they received from Father Christmas. The witch turns the entire party to stone.
- Spring has finally arrived, and the sledge will no longer move over the forest floor. They abandon it, and set out on foot, but not before binding Edmund's hands behind his back.
- The witch warns that the next to mention Aslan will die by her wand.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

- Add to your bookmark or class chart.
- Maintain a list of enemies, allies and mentors (note: some allies may also turn out to be mentors).
- Maintain a Venn Diagram of the ordinary world (outside London) and the other world (Narnia).
- Maintain a Venn diagram of the character traits of Lucy and Edmund.

Character Chart:

Based on the reading and the information you have so far, create a character chart for the kids. You can choose one of the main characters or do a separate chart for each child. Add to it as you go through the reading.

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EXPLORE

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What is the witch's plan? What about it has she revealed? And what have you inferred?
2. What words does the author use to signal the reader how he feels about Edmund?
3. If you were Edmund, what would you want to say to your siblings? What would you be thinking about as you trudged ahead of the witch, being whipped by a dwarf?
4. Have you ever been wrong about someone you thought you could trust?
5. Will Maugrim and his posse overtake the Beavers and the children before they rendezvous with Aslan?
6. How has Edmond changed in this chapter?

9. Analyze Analyze the key paragraph.

Key Paragraph – 114

" . . .This was a terrible journey for Edmund."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

While Edmund may have been brave in splitting off from his brother and sisters in order to seek out the "queen" alone in the dead of winter, it was not a courageous act. All along he knew deep inside that he was doing the wrong thing, but refused to listen to his inner voice. Instead, he convinced himself using "super-optimism" that he was right and it was everyone else who was wrong. After all, no one knew that he would soon be

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the king, that he had big plans for Narnia, or that the “evil witch” was simply a misunderstood and loving “queen.”

At this point in the story, Edmund’s true enemies have been revealed. It is time for Edmund to think of others, rather than himself. Pretend you are Edmund.

Write a play-by-play plan of escape so that he may reach the Stone Table ahead of the witch and warn the others of what is coming. Be creative as well as specific and sequential.

11. Close Close by extending today’s lesson to life and the world.

Extend the reading to the students' lives or to the world.

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Character Based Literacy Program Lesson Plan
The Lion, the Witch, and the Wardrobe, Day 12

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

As you set off with your companions you now approach that which is your deepest hear and longing and desire and dread, and **Approach the innermost Cave**. You must approach get even closer to what causes you the most anxiety and pain.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

Introduce five important, useful words from today's reading.

glimpse-126	solemn-126	overwhelming-126	forelegs-131	bane-133

- Show, say, explain, expand, explode or buzz about the word briefly.
- Show, say and define the word quickly and add to the word wall.

READ

3. Review Review the timeline from the beginning every day.

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4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***The Lion, the Witch and the Wardrobe*, Chapter 12**

Setting	Characters	Pages
through the forest and up the hill at the end of the day	Peter, Susan, Lucy, and the Beavers	123-125
the hilltop	Peter, Susan, Lucy, the Beavers, Aslan and their allies	125-129
looking toward Cair Paravel	Peter and Aslan	129
the battle	The allies, Aslan, the children, and a wolf	130-133

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- The children and the beavers have been walking all day long. As daylight is waning, they ascend the final hill.
- At the top is a great view of Narnia. Also at the top, they find the Stone Table, Aslan and their allies who have come ready for battle.
- Aslan welcomes the children and the beavers. He inquires as to the whereabouts of Edmund. Peter explains that he is with the White Witch and states that he is partly to blame.
- Aslan takes Peter aside and shows him Cair Paravel where, he says, Peter will soon reign as king.
- A wolf attacks the encampment. Peter draws his sword and slays the wolf who otherwise would surely have killed his sister, Susan. Peter is knighted by Aslan.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

- Add to your bookmark or class chart.
- Maintain a list of enemies, allies and mentors (note: some allies may also turn out to be mentors).
- Maintain a Venn Diagram of the ordinary world (outside London) and the other world (Narnia).
- Maintain a Venn diagram of the character traits of Lucy and Edmund.

Character Chart:

Based on the reading and the information you have so far, create a character chart for the kids. You can choose one of the main characters or do a separate chart for each child. Add to it as you go through the reading.

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EXPLORE

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What happens when the troupe gets to the top of the hill?
2. When the children and beavers first spotted Aslan they had a discussion on how to approach, son of man before animals, ladies first, "you are the eldest". Peter finally drew his sword and went to meet Aslan. What does this tell you about his character? What do you think the author is trying to foreshadow about his character?
3. What does Peter mean when he says it is partially his fault that Edmund betrayed them? Aslan was very compassionate when he heard about Edmond. What does this symbolize?
4. Aslan shows Peter Cair Paravel and tells him he will be king since he is first born. Why does birth order matter? Should things/ideas/customs be shared with only the first born? Explain.
5. What did the sound of the horn signify? What did Aslan mean when he said to let the prince win his spurs?
6. Why does Aslan tell Peter to wipe his sword?
7. Aslan is about to give Peter some advice about ruling Narnia when the battle begins. What do you think he was going to say?
8. What do you think Peter has already learned since entering Narnia about being a leader?

9. Analyze Analyze the key paragraph.

Key Paragraph – 128

" 'That was partly my fault, Aslan. I was angry with him and I think that helped him to go wrong.'
And Aslan said nothing either to excuse Peter or to blame him but merely stood looking at him with his great unchanging eyes. And it seemed to all of them that there was nothing to be said."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Aslan did have something to say to Peter, however. He took him aside and showed him Cair Paravel, where he would one day reign as King. Pretend that Aslan was going to continue imparting wisdom to Peter before the battle interrupted him. Have you ever had someone give you wisdom about any type of situation?

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Write a narrative in which you share in detail the situation and the wisdom that was given. Introduce the situation, the characters, and the context. Use narrative techniques to develop the events (dialog, pacing, and description). Use precise words and phrases. Conclude with a statement which follows and reflects on the situation.

Final Writing Product

Based on the situation you are sharing write a paragraph about your most innermost cave. List 2-3 things that cause you the most anxiety as it relates to your situation.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

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Character Based Literacy Program Lesson Plan
The Lion, the Witch, and the Wardrobe, Day 13

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is forgiveness?
How do you forgive? (for discussion)

Forgiveness is a decision to let go of resentment and thoughts of revenge. The act that hurt or offended you might always remain a part of your life, but forgiveness can lessen its grip on you and help you focus on other, positive parts of your life.

Forgiveness can even lead to feelings of understanding, empathy and compassion for the one who hurt you.

Forgiveness doesn't mean that you deny the other person's responsibility for hurting you, and it doesn't minimize or justify the wrong. You can forgive the person without excusing the act. Forgiveness brings a kind of peace that helps you go on with life.

What are the benefits of forgiving someone?

Letting go of grudges and bitterness can make way for compassion, kindness and peace. Forgiveness can lead to:

- Healthier relationships
- Greater spiritual and psychological well-being
- Less anxiety, stress and hostility
- Lower blood pressure
- Fewer symptoms of depression
- Lower risk of alcohol and substance abuse

http://www.mayoclinic.org/healthy-living/adult-health/in-depth/forgiveness/art-20047692

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In today's reading Edmond is reunited with the others. Aslan spoke with him and reminded the children to move forward not focus on the past. He was able to encourage their ability to forgive.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

Introduce five important, useful words from today's reading.

traitor-141	gravely-141	scepter-141	treachery-142	forfeit-142

- Show, say, explain, expand, explode or buzz about the word briefly.
- Show, say and define the word quickly and add to the word wall.

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***The Lion, the Witch and the Wardrobe*, Chapter 14**

Setting	Characters	Pages
in the woods with the White Witch	Edmund, the witch, the dwarf, and a wolf	134- 136
the rescue in the woods	The allied army, the witch, the dwarf, and Edmund	136-138
back at the encampment	Edmund, Aslan, and the children	138-139
a meeting in the camp	Aslan and the witch	139-144

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Realizing that the only way to prevent the prophecy of the thrones of Cair Paravel is to kill Edmund, the witch and her dwarf set about preparing for his execution.
- Just then the wolf from the thickets arrives and tells them that Peter has slain Maugrim. She gives orders to the wolf to gather her evil troops and return.
- Just as she is about to carry out the execution, Aslan's rescue party arrives. Edmund is freed and carried off, but in the confusion, the queen and the dwarf have managed to escape.
- Back at the encampment, Aslan has a talk with Edmund. Afterwards, Aslan and the others all welcome Edmund back.
- The witch and Aslan hold a meeting, in which, somehow, Aslan manages to negotiate the sparing of Edmund's life.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

- Add to your bookmark or class chart.

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- Maintain a list of enemies, allies and mentors (note: some allies may also turn out to be mentors).
- Maintain a Venn Diagram of the ordinary world (outside London) and the other world (Narnia).
- Maintain a Venn diagram of the character traits of Lucy and Edmund.

Character Chart:

Based on the reading and the information you have so far, create a character chart for the kids. You can choose one of the main characters or do a separate chart for each child. Add to it as you go through the reading.

EXPLORE

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What line of reasoning did the witch use in deciding to sacrifice Edmund?
2. What do you think Aslan said to Edmund as they walked along together?
3. Aslan told the children, "he is your brother and there is no need to talk about the past". Why do you think Aslan wanted them to focus on the future? How does dwelling on past issues prevent you from moving forward? Do you think this is good advice?
4. What do you think Aslan negotiated in order to spare Edmund?
5. Do you trust the word of the witch? Why or why not?

9. Analyze Analyze the key paragraph.

Key Paragraph – 139

" . . . As soon as they had breakfasted they all went out and there they saw Aslan and Edmund walking together in the dewy grass, apart from the rest of the court. There is no need to tell you (and no one ever heard) what Aslan was saying, but it was a conversation which Edmund never forgot. As the others drew nearer Aslan turned to meet them, bringing Edmund with him."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Edmond never forgot the conversation he had with Aslan. Think of a time you had a conversation with someone that has stayed with you.

Write a one paragraph narrative in which you share the details of your conversation. Introduce your paragraph giving context to the situation and the characters. Use dialog to help tell the story. Use clear and concise language and

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keep the details organized in a logical flow. Conclude with a statement that reflects on the situation.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

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Character Based Literacy Program Lesson Plan
The Lion, the Witch, and the Wardrobe, Day 14

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is sacrifice?

A sacrifice is offering something precious to others.

In today's reading Aslan goes to the evil witch. He has sacrificed his life to save Edmond.

As we begin to reach the central crisis—you find yourself in a horrible mess. The mess you most feared—the **ordeal** has come and you must summon everything heroic in yourself to get through it—the moment has come.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

Introduce five important, useful words from today's reading.

fords-145	roused-146	dismay-151	appeased-155	despair-155

- Show, say, explain, expand, explode or buzz about the word briefly.
- Show, say and define the word quickly and add to the word wall.

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***The Lion, the Witch and the Wardrobe*, Chapter 14**

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Setting	Characters	Pages
lunch at Stone Table	the entire troop of Allies	145-146
the walk to the Fords of Beruna	Aslan, Peter, Lucy, Susan and the others	146-147
the Fords of Beruna	Lucy and Susan	147
the walk back to Stone Table	Aslan, Lucy and Susan	148-150
Stone Table	Aslan, the witch and a mob of evil creatures	150-155

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- After having made a deal with the witch, Aslan announces that they will have to move camps.
- Following lunch on top of the hill, the entire camp moves to the Fords of Beruna. Along the way, Aslan discusses battle strategy with Peter, and warns that he may not be there to guide Peter.
- Lucy and Susan are unable to sleep that night. They see Aslan disappearing into the trees and follow him until they are sighted.
- Aslan allows the two to walk with him to the tree line near the Stone Table.
- At the Stone Table, the witch's goons bind Aslan and shave his mane. The witch slays him. It turns out that Aslan traded his life to save Edmund's.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

- Add to your bookmark or class chart.
- Maintain a list of enemies, allies and mentors (note: some allies may also turn out to be mentors).
- Maintain a Venn Diagram of the ordinary world (outside London) and the other world (Narnia).
- Maintain a Venn diagram of the character traits of Lucy and Edmund.

Character Chart:

Based on the reading and the information you have so far, create a character chart for the kids. You can choose one of the main characters or do a separate chart for each child. Add to it as you go through the reading.

EXPLORE

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Who is the hero of this story? Can there be more than one?
2. Why do you think Aslan is telling Peter how to lead the battles? Where does Aslan expect to be while the battles are taking place? Why is it important for Aslan to impart as much wisdom to Peter as possible.
3. Why does the witch order that Aslan be shaved first?

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4. Using the definition of courage provided at the beginning of each day's lesson, evaluate whether Aslan is acting courageously by giving his life.
5. Have you ever sacrificed your needs or wants for others? Has anyone ever sacrificed for you? Explain.
6. Why are the others still afraid of Aslan when it is clear he has given up?

9. Analyze Analyze the key paragraph.

Key Paragraph – 154
"'The cowards! The cowards!' sobbed Susan. 'Are they *still* afraid of him, even now?'"

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Review the description of courage, which begins each day's lesson. Make use of the definition to logically argue that this is a cowardly, rather than a courageous mob. Provide a thesis. Use examples from in the form of a narrative from your own experiences. Provide a conclusion that reflects on your introduction.

Final writing product:
Write a paragraph in which you detail for your reader your Ordeal. What is the most horrible mess you feared? What do you do to get through it? Be specific and detailed. How do your friends help?

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

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Character Based Literacy Program Lesson Plan
The Lion, the Witch, and the Wardrobe, Day 15

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

For discussion

Should good deeds be rewarded?

In today's reading the girls learn of Aslan's death. They go to him and try to help un-muzzle him and untie him. They are unable to help. An army of mice arrive and help chew him free. They committed a great deed. Should they be rewarded? How?

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

Introduce five important, useful words from today's reading.

rabble-156	specters-156	spitefulness-158	nobler-160	incantation-163

- Show, say, explain, expand, explode or buzz about the word briefly.
- Show, say and define the word quickly and add to the word wall.

READ

3. Review Review the timeline from the beginning every day.

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4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***The Lion, the Witch and the Wardrobe*, Chapter 15**

Setting	Characters	Pages
the Stone Table	Lucy, Susan, and the mice	156-162
the hill top	Lucy, Susan, and Aslan	162-164
through the woods to the witch's castle	Lucy, Susan, and Aslan	164-166

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- When the enemies had all gone away, Lucy and Susan crept forward. They undid Aslan's muzzle and realized that there were mice working at the ropes.
- At dawn, Aslan rose from the dead. He explained that the witch had broken a very old rule, which prevented his death.
- Aslan and the girls were so excited that they played a long game of chase atop the hill.
- Finally Aslan transported the girls on his back through the forest until they came upon the witch's castle.
- Holding on to his mane, the three jumped the high wall of the castle and landed in the statue-filled courtyard.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

- Add to your bookmark or class chart.
- Maintain a list of enemies, allies and mentors (note: some allies may also turn out to be mentors).
- Maintain a Venn Diagram of the ordinary world (outside London) and the other world (Narnia).
- Maintain a Venn diagram of the character traits of Lucy and Edmund.

Character Chart:

Based on the reading and the information you have so far, create a character chart for the kids. You can choose one of the main characters or do a separate chart for each child. Add to it as you go through the reading.

EXPLORE

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What were the mice doing?
2. Why was it important to Lucy and Susan to free Aslan? If you were the girls what would you have told him?
3. When did you first suspect that Aslan was going to revive? Were you surprised by how he came back to life?

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4. Why do you think Aslan decided to go directly to the witch's castle instead of rejoining the war party?
5. What does Aslan intend to do now that they have reached the witch's castle ahead of her?
6. Have you ever been as miserable as Lucy or Susan when they saw their leader sacrificed? Could you relate to the description of Lucy and Susan flying through the forest atop a lion?
7. How does this chapter introduce the theme of good versus evil?

9. Analyze Analyze the key paragraph.

Key Paragraph – 163
"'It means,' said Aslan, 'that though the Witch knew the Deep Magic, there is a magic deeper still which she did not know. Her knowledge goes back only to the dawn of time. But if she could have looked a little further back, into the stillness and the darkness before time dawned, she would have read there a different incantation. She would have known that when a willing victim who had committed no treachery was killed in a traitor's stead, the Table would crack and Death itself would start working backward. And now—'"

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Think of a time that you were involved in a battle or situation of good versus evil. Write a narrative (real or imagined) that details the situation. Introduce your characters and the context of the situation. Organize your writing to give a logical flow to the events. Conclude with a statement which reflects on the situation.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

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Character Based Literacy Program Lesson Plan
The Lion, the Witch, and the Wardrobe, Day 16

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is tradition?

A tradition is a way of thinking, behaving, or doing something that has been used by the people in a particular group, family, society, etc., for a long time.

In today's reading Mr. Tumnus refers to the giant as a kind giant from a good family with traditions. The giant was able to help Aslan and the army get out of the witches house to support Peter and Edmond in battle.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

Introduce five important, useful words from today's reading.

prodigious-168	plumage-168	crimson-168	ransacking-171	saccharine-173

- Show, say, explain, expand, explode or buzz about the word briefly.
- Show, say and define the word quickly and add to the word wall.

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***The Lion, the Witch and the Wardrobe,* Chapter 16**

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Setting	Characters	Pages
the witch's castle	Aslan, Lucy, Susan, Mr. Tumnus, a giant and many other creatures brought back to life from stone	167-174
bounding through the forest	Aslan, Lucy, Susan and the reinforcement army	174-175
the battle in the narrow valley	Aslan, The Witch, Peter, the allies and the enemies	175-177

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- At the witch's castle, Aslan turns all the creatures back from stone, including Mr. Tumnus and the good-tempered giant, Rumblebuffin.
- The new army takes off at top speed to provide backup to Peter's weary army.
- Upon arrival, the battlefield is strewn with new statues and Peter's army is falling back.
- Aslan attacks the witch, who is surprised to see him.
- Supplied with reinforcements, the allied army fights back and the tables begin to turn.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

- Add to your bookmark or class chart.
- Maintain a list of enemies, allies and mentors (note: some allies may also turn out to be mentors).
- Maintain a Venn Diagram of the ordinary world (outside London) and the other world (Narnia).
- Maintain a Venn diagram of the character traits of Lucy and Edmund.

Character Chart:

Based on the reading and the information you have so far, create a character chart for the kids. You can choose one of the main characters or do a separate chart for each child. Add to it as you go through the reading.

EXPLORE

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. How do the statues come back to life? What power does Aslan possess?
2. Why is it important for Aslan to make sure all of the prisoners were found and brought back to life?
3. Where is Edmund during the battle? Do you think it was intentional of Lewis to leave him out of the battle?

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4. How does Aslan organize the animals? Do you think he is logical in his thought process?
5. If you were to write a proposal for the witch's surrender, what would be your demands? What concessions might you be willing to make? Is there room for her to surrender?

9. Analyze Analyze the key paragraph.

Key Paragraph – 177
" . . . The lion and witch had rolled over together but with the witch underneath; and at the same moment all war-like creatures whom Aslan had led from the witch's house rushed madly on the enemy lines, dwarfs with their battleaxes, dogs with teeth, the giant with his club (and his feet also crushed dozens of the foe), unicorns with their horns, centaurs with swords and hoofs. And Peter's tired army cheered, and the newcomers roared, and the enemy squealed and gibbered till the wood re-echoed with the din of that onset."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Think about a time someone or something happened to change the course of events for you when things seemed dismal. It could have been a simple smile, a conversation, a special gift or time.

Write a narrative in which you describe the situation. Introduce your characters and the context you interacted with them. Use techniques to develop the characters and the situation. Use clear and concise language. Conclude your paragraph with a statement which reflects on your introduction.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

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Character Based Literacy Program Lesson Plan
The Lion, the Witch, and the Wardrobe, Day 17

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What does it mean to form alliances?

An alliance is an union between countries or groups of people where they are there to support each other and work together.

In today's reading the children for alliances with other countries as they ruled Narnia. They are able to use these friendships to make a more powerful country.

You have survived and won; you claim your victory and leave with your **reward** which you can celebrate.

But the story isn't over yet because you have to either stay in this special world forever or return to the ordinary world. Which heroes must always do—and the real proving is on the **The Road Back.**

What has our hero or heroine learned? Has he or she really changed? In this journey the old self really dies and is reborn as the new hero or heroine. This is where we really see the transformation when everything depends on it.

The heroic journey ends with what you learned out of this. Did you get the outcomes **Return** with what you take out of this experience?

What was it that you learned?

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

Introduce five important, useful words from today's reading.

valiant-184	thicket-185	quarry-185	foreboding-186	array-187

- Show, say, explain, expand, explode or buzz about the word briefly.
- Show, say and define the word quickly and add to the word wall.

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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***The Lion, the Witch and the Wardrobe*, Chapter 17**

Setting	Characters	Pages
after the battle	Aslan, Edmund, Lucy, Susan, and the wounded	178-181
Cair Paravel	Aslan, Edmund, Lucy, Peter, Susan, Mr. Tumnus and Giant Rublebuffin	181-184
through the forest hunting the white stag	Edmund, Lucy, Peter, and Susan	184-187
back through the wardrobe	Edmund, Lucy, Peter, Susan, and the professor	187-189

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- The battle was soon won. Edmund, before being mortally wounded, had managed to destroy the witch's wand, making her more vulnerable to Aslan's attack.
- Lucy used the cordial given to her by Father Christmas to heal all the wounded.
- At Cair Paravel, Aslan knighted each of them kings and queens of Narnia forever.
- They grew to be strong leaders.
- One day, while chasing the white stag, the four accidentally found their way back through the wardrobe. They were children again and not an hour had passed. They recounted their story to the professor, who believed every word to be the absolute truth.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

- Add to your bookmark or class chart.
- Maintain a list of enemies, allies and mentors (note: some allies may also turn out to be mentors).
- Maintain a Venn Diagram of the ordinary world (outside London) and the other world (Narnia).
- Maintain a Venn diagram of the character traits of Lucy and Edmund.

Character Chart:

Based on the reading and the information you have so far, create a character chart for the kids. You can choose one of the main characters or do a separate chart for each child. Add to it as you go through the reading.

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EXPLORE

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Who are the heroes in this story? Who turned out to be the surprise hero?
2. What do you think Lucy learned from her ordeal? How about Edmund? Peter? Susan?
3. Why do you think Aslan left? Do you think he would have stayed if he didn't trust the children?
4. Aslan tells them that once they are a King or Queen in Narnia they will always be a king or queen. At the end of the novel the professor tells them the same thing. What do you think he means by this? Do you think he has visited Narnia too? What clues from the novel support your ideas?
4. Do you think these four will soon find themselves involved in another heroic journey? What new things will they discover about themselves next time?
5. If you were to tell your life to this point using the formula for a hero's journey, what might you write about? What would be the message to your readers?
6. Would you read another C.S. Lewis book in the future?

9. Analyze Analyze the key paragraph.

Key Paragraph – 182

"'Once a king or queen in Narnia, always a king or queen. Bear it well, sons of Adam! Bear it well, Daughters of Eve!' said Aslan."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Write a paragraph about your greatest triumph in life so far. Describe the triumph and the effort it took to get there. Were the rewards internal or external - meaning were you the only one that celebrated your success, or did others participate in the ceremony as well? What did you learn about yourself from this triumph? How did it change your life and the way you view life?

Or

Imagine your greatest future triumph. Then imagine the awards ceremony that would follow. Write a creative paragraph or two setting the scene and describing thoroughly your future award ceremony. Think about the award you are receiving, what you had to do to get it, and the setting in which you will be receiving it.

Final Writing Product

As you conclude your journey you have gone through your ordeal and you have triumphed.

What is your reward? Was it internal or external?
How do you decide to return to your "normal" place?
What changes have occurred in you as a result of this event?
What have you learned?

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Write a paragraph in which you share with the reader what you learned or gained from your experience. Make sure you reflect on your learning and your gains.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

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Character Based Literacy Program Lesson Plan *The Lion, the Witch, and the Wardrobe*, Days 18-19

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.
W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources, and interact and collaborate with others, including linking to and citing sources.
W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Final Assignment:

For the final writing assignment for this novel you will be writing your own personal Heroic Journey using the steps outlined in the Heroic Journey Chart.

Think of a narrative or story you would like to share with your reader. Pick one event that is significant to you. The more focused the event the easier the story is to tell.

Examples:
Winning the game with a great play,
The first time you drove a car,
The first time you learned something new,
The first time you road a roller coaster;
The first time you went on an interview or your first day on a job.

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The Heroic Journey—Final Writing Product
My personal HJ
Day one of the Lesson. Chose a significant event to share with your reader.
EVENT_____

Ordinary World Bored and stuck Day 2 of the lesson	Today—write a paragraph about your life in your ordinary world prior to this event happening. Describe in detail what your ordinary world is like. Share about the space, sights, sounds, and the people who you see.
Call to Adventure Plea for Help Day 5 of the lesson	Today write about a time (real or imagined) you received a plea for help. This should be a very specific instance that you can detail in the rest of your narrative. This plea for help can be in the form of a invitation, plea for help, or a disruption.
Reluctant, Refuse the Call Day 5 of the lesson	Share how you enjoyed your ordinary world and you wanted to refuse the call.
Mentor Who helps w/ Experience Day 5 of the lesson	Who are your mentors in this situation? How have they helped you and given your support. List.
Cross the Threshold Begin the Journey Day 6 of the lesson	What happens that you decide you must start on your journey. Share how you begin your journey
Test, Allies, & Enemies Who helps, who is against, what are your challenges. Day 5 and day 7 of the lesson	Detail the tests, allies, and enemies you encountered along the way. Share who your friends are on your journey, give them names and how they have helped you. Who are your enemies? Explain. Who are your allies? What is the difference between your friends and your allies?
Approach the Innermost Cave What is the biggest fear? Day 13 of the lesson	Based on the situation you are sharing write a paragraph about your most innermost cave. List 2-3 things that cause you the most anxiety as it relates to your situation.
Ordeal The horrible mess Day 15 of the lesson	Write a paragraph in which you detail for your reader your Ordeal. What is the most horrible mess you feared? What do you do to get through it? Be specific and detailed. How do your friends help?
Reward You win/Celebrate Day 18 of the lesson	As you conclude your journey you have gone through your ordeal and you have triumphed. What is your reward? Was it internal or external? How do you decide to return to your “normal” place? What changes have occurred in you as a result of this event? What have you learned? Write a paragraph in which you share with the reader what you learned or gained from your experience. Make sure you reflect on your learning and your gains.
The Road Back Stay in the special world or go back Day 18 of the lesson	See above
Transformation What was learned Day 18 of the lesson	See above
Return w/ the Gain of Experience Day 18 of the lesson	See above
Outcome What was learned Day 18 of the lesson	See above

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APPENDIX

Explain the ***Heroic Journey*** to students using examples from these well-known stories/films. For an extended, multi-day lesson, you can use clips from the films. A single page handout follows.

	The Wizard of Oz	Star Wars IV: A New Hope
The journey begins in the **Ordinary World** are bored, feeling stuck, finding your life is going nowhere, or at least not where you want it to go,	Dorothy is in Kansas on the farm and Toto is threatened – and no one will listen.	Luke Skywalker is bored on this planetary farm with his aunt and uncle.
but then, in this ordinary world, unexpectedly, you receive a **Call to Adventure.** often from a herald, sometimes an invitation, sometimes a plea for help, often a disruption.	Toto is threatened, Dorothy begins to run and then- the TORNADO!	R2D2 brings an urgent message from Princess Leia.
But our hero/heroine, bored and stuck, is **Reluctant** to answer this call and even **Refuses the Call.** It is too different, too many obligations, not now…	Dorothy hides – she's not in Kansas anymore.	Luke has obligations at home and must stay; this changes when the farm is blown up.
This will change and the call will be answered and training will be required and for this a **mentor** will enter and provide the crucial training and expertise and wisdom, and some tool or symbolic object necessary for the journey.	The Good Witch Glinda encourages Dorothy – the ruby slippers	Obi-Wan and the training tools of the Jedi Knight
You can't stay in school and enjoy the wisdom of the mentor forever; somewhere the journey must begin and you must enter the special world where this heroic journey will take place, and so you **Cross the Threshold** and begin the journey.	Dorothy sets out on the Yellow Brick Road.	Luke leaves home with his light saber.
The journey is never really alone – you need companions on the way. Now the test comes and you find who will be with you, who will not. Who will be your friends and who will be in your way. This is the time of **Tests, Allies, Enemies.**	Dorothy gathers her companions – the Scarecrow, the Lion, the Tin Man.	The cantina scene: Luke meets Han Solo.

As you set off with your companions you now approach that which is your deepest fear and longing and desire and dread, and **Approach the Inmost Cave.** You must approach – get ever closer - to what causes you the most anxiety and pain**.**	She meets and has to approach the Wizard of Oz.	The Death Star pulls them in.

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And as you approach you reach the central crisis – you find yourself in the horrible mess you most feared – the **Ordeal** has come and you must summon everything heroic in yourself to get through it – the moment has come.	approaching and experiencing the Wicked Witch's castle	the trash master scene
You have survived and won; you claim your victory and leave with your **Reward** which you can celebrate.	Dorothy has the witch's broom to give to the Wizard.	They survive and launch an attack
But the story isn't over yet because you have to either stay in this special world or return to the ordinary world – which heroes almost always do – and the real proving is on **The Road Back.**	Deceived by the Wizard, she learns he is a fake and she will still have to solve her own problems.	Darth Vader pursues Luke.
What has our hero/heroine learned? Has he or she really changed? In this journey the old self really dies and is reborn as the new hero (heroine). This is where we really see it – is there a real transformation **when everything depends on it?**	Glinda enters and tells Dorothy that she has always had the power.	Han Solo assists, Luke, even though he is a mercenary whose previous pattern has always been cut and run; Luke trusts the force, even though he has never trusted anything except himself before - makes his shot and destroys the Death Star.
The heroic journey ends with what you learned out of all of this. Did you get the outcome **Return** with what you take out of this experience?	clicks the ruby slippers and goes home	award ceremony – connection to Jedi Knight
Outcome: In simplest terms, what was it that you learned?	There's no place like home.	Trust in force.

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The Heroic Journey

	The Wizard of Oz	**Star Wars IV: A New Hope**
Ordinary World	Dorothy is in Kansas on the farm and Toto is threatened – and no one will listen.	Luke Skywalker is bored on this planetary farm with his aunt and uncle.
Call to Adventure	Toto is threatened, Dorothy begins to run and then - the TORNADO!	R2D2 brings an urgent message from Princess Leia.
Reluctant Refuse the Call	Dorothy hides – she's not in Kansas anymore.	Luke has obligations at home and must stay; this changes when the farm is blown up.
Mentor	The Good Witch Glinda encourages Dorothy – the ruby slippers	Obi-Wan and the training tools of the Jedi Knight
Cross the Threshold	Dorothy sets out on the Yellow Brick Road.	Luke leaves home with his light saber.
Tests, Allies, Enemies	Dorothy gathers her companions – the Scarecrow, the Lion, the Tin Man.	The cantina scene: Luke meets Han Solo
Approach the Inmost Cave	She meets and has to approach the Wizard of Oz.	The Death Star pulls them in.
Ordeal	approaching and experiencing the Wicked Witch's castle	the trash master scene
Reward	Dorothy has the witch's broom to give to the wizard.	They do survive and launch an attack.
The Road Back	Deceived by the Wizard she learns he is a fake and she will still have to solve her own problems.	Darth Vader pursues Luke.
Transformation	Glinda enters and tells Dorothy that she has always had the power.	Han Solo assists, Luke trusts the force, makes his shot and destroys the Death Star.
Return with what you take out of this experience	Dorothy clicks the ruby slippers and goes home.	Award Ceremony – connection to Jedi Knight
Outcome	There's no place like home.	Trust in force.

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